Indian Boarding Schools - "We'll raise 'em right"

Topic: Indian Boarding School

Grades level(s): 7-12

Time required: 2 – 65 minute class periods

Background:

Essential Question: What justifies the promotion of ones groups culture and political values over another?

Historical Question: The "white" culture collided with that of the American Indian culture. What justifications were used by the U.S. Government for "stealing" Indian children from their families and placing them in both reservation and non-reservation Indian boarding schools during the late 1800s and early 1900s?

Historical Background

In the late 1800s and early 1900s there was a push for the federal government to begin assimilation of the American Indians through education. By the 1860s the government had set up 48 "day schools" near reservations. Students would attend school during the day and return to their homes in the evening. It was hoped that the students would share their lessons with their parents, thus "civilizing" them too.

Day schools were often unsuccessful because parents were still interacting with their children through their native languages. The culture and belief systems were still apparent in the home during the evenings, despite the schools intentions and efforts.

In the late 1870s a new experiment was attempted, called reservation boarding schools. The students would live all week at schools that were a little farther from their homes on the reservation. Eventually the students' families simply moved their family encampments closer to the schools.

So, in 1878, Army Lt. Richard Henry Pratt opened the Carlisle Indian Boarding School in Carlisle, Pennsylvania. He took Indian children from Pine Ridge, South Dakota to his school 1,500 miles away. He believed the long distance would break the hold that tribal life had on students closer to home. Pratt's goal was to "kill the Indian, not the man."

Between 1880 and 1902, 25 off-reservation boarding schools were built and 20,000-30,000 American children went through the system. That was roughly 10 percent of the total Indian population in 1900.

By then there were 460 boarding and day schools mostly operated by religious organizations that were built near reservations. Altogether more than 100,000 American Indian children were forced by the United States Government to attend Christian schools where tribal languages and cultures were replaced by English and Christianity.

"Indian Boarding Schools." PBS. Public Broadcasting System, Sept. 2006. Web. 24 June 2010.

http://www.pbs.org/indiancountry/history/boarding.html

Nevada State Social Studies Standards:

H2.[6-8].3 Describe how compromise and conflict among peoples contributed to political, economic, and cultural divisions.

H2.[6-8].17 Discuss and analyze the interactions between pioneers and Native Americans during the westward expansion

H2.[9-12].3 Analyze how different cultures, points of view, and self-interests influence compromise and conflict over territories, borders, and resources.

Common Core State Standards:

Note: This lesson is adaptable in grades 7-12. The CCSS Anchor Standards are listed below. It will be up to the individual teacher to determine his/her own grade applicable standards.

Anchor Standards/College Career Ready Standards Addressed in this Lesson: Reading Informational Text – Anchor Standards 1-2-3-6-8-9 Reading Standards for Literacy in History/Social Studies 6-12-Anchor Standards 1-2-3-4-5-6-7-8-9

Writing for Literacy in History/Social Studies, Science, and Technical Subjects 6-12-Anchor Standards-1-2-4-5-6-7-8-9

Objective: Students will compare and contrast the advantages/disadvantages of reservation and non-reservation Indian schools along with the intent for each.

Students will create a list of the Indian Boarding schools "brainwash design" intended to move the Indian child into the "white man's" culture and explain why the techniques might be effective.

Students will present a self-selected research topic to the class in a medium and format they choose.

Setting the Stage:

1. Students will respond in their daily journals to the following quotes:

Day 1

"Kill the Indian, not the man" Captain Richard H. Pratt (founder Carlisle Indian School)

Day 2

"If the Great Spirit had desired me to be a white man he would have made me so in the first place. He put in your heart certain wishes and plans; in my heart he put other and different desires. Each man is good in the sight of the Great Spirit. It is not necessary, that eagles should be crows." Sitting Bull (Teton Sioux)

- 2. Students will read with the teacher Kevin Gover's September 8, 2000 speech from the 175th Anniversary commemorating the creation of the Bureau of Indian Affairs. They'll then move into groups of 3 or 4 students to reread the speech and underline/highlight the parts that refer to Indian Boarding Schools. Class discussion will follow about what was discussed in the small groups. http://www.twofrog.com/gover.html
- 3. Students will pair up with a partner and read the first hand account written by Carol M. Hodgson called, "When I go home I'm going to talk Indian."

 Partners will then discuss what they believe Rose's infraction was and the

corresponding punishment for that infraction. Student pairs will then team up with two others and share their opinions as a group of four. Then they' will group as a six student team and do the same. Each team will then pick one representative to present their team's viewpoints on the infraction and punishment. Ideas will be recorded on posters. Class discussion will follow. http://www.twofrog.com/hodgson.html

- 4. Students will then each receive a copy of the Boarding School Brainwashing Techniques used as reported by www.kporterfield.com/aicttw/articles/boardingschool.html site. Students will take a piece of paper and fold it lengthwise. On one half they'll write the brainwashing technique and on the other half they'll write down what they think the purpose was. Large posters will be placed around the room with each technique written across the top. Students will then go around to the various posters and add their ideas about the purpose. The students will then look at each one and discuss what the intent may have been. (Carousel walk)
- 5. Exit Tickets-Students will individually list three things they've discovered about Indian Boarding Schools. They will also choose one thing that they'd like to learn more about the topic.
- 6. Students will view the contemporary video about the Sherman Boarding School. This will give them insight as to the "then and now" of an Indian Boarding School.
 http://www.pbs.org/indiancountry/history/boarding.html (Go to this link and click on the video clip link.
- 7. Students will visit the Stewart Indian School website for further information on the famous Nevada Indian Boarding school located near Carson City, Nevada that operated from 1890 through 1980.

 http://stewartindianschool.com/index.html
- 8. On their own students will research their chosen topic from number 5 above and present their information to the class. The presentation must have visual aids. The presentation medium is their choice, but must have prior teacher approval.

Extension Suggestions

Have community members that attended Indian Boarding Schools come to the class and share their experiences, *OR* have students locate and interview people that attended an Indian Boarding School. Then have them share what they learned.

A field trip to Stewart Indian School would be an amazing extension. The Nevada Indian Commission is housed at the facility and can facilitate educational programs.

Diverse Learners

These lessons allow for collaboration in pairs and teams. Students are able to select a chosen topic and present in a medium that allows for their learning styles and comfort zones. There is opportunity for individualization based on a student's capacity.

Resources

The list of primary and historical sources is embedded in the lesson above, but appears here with annotations:

http://www.twofrog.com/gover.html Kevin Gover, Assistant Secretary-Indian Affairs Department of the Interior at the Ceremony Acknowledging the 175th Anniversary of the Establishment of the Bureau of Indian Affairs-September 8, 2000.

http://www.twofrog.com/hodgson.html Carol Hodgson was the daughter of a missionary and attended an Indian Boarding school with the Indian children. This is a first hand account of what she witnessed about her friend Rose. "When I go home I'm going to talk Indian"

http://www.pbs.org/indiancountry/history/boarding.html Go to this page and link to the video on the lower right side. This is about the Sherman Boarding School in California. This video gives information about Sherman from a school of repression to a modern day cultural heritage

http://stewartindianschool.com/index.html This website allows a search of the Stewart Indian School which now houses the Nevada Indian Commission. It also allows pod cast downloads. There are also first hand accounts from former students available here.

Assessments

Pre-Assessment – Each student will receive a 3x5 card and be asked to write an answer to the following question: Why do you think the U.S. Government created Indian Boarding Schools in the late 1800s and early 1900s?

Formative Assessment – Students will be given a blank sheet of paper and asked to fold it into four quadrants. They will then be asked to respond with their opinion based on what they've learned to the labels. Labeling sample below:

Reservation Schools	Off-Reservation Schools
Non-Indian Perspective	Non-Indian Perspective
Reservation Schools	Off-Reservation Schools
Indian Perspective	Indian Perspective

Post-Assessment – Students will be given their pre-assessment cards back along with a new blank card. They will then answer the original question again (Why do you think the U.S. Government created Indian Boarding Schools in the late 1800's and early 1900's?) Then they must add their opinion on the back of the second card about whether they believe the government was right or wrong in the indoctrination of the American Indian children.

Students will also be assessed on their research presentations. Rubric Attached.

Bibliography

Brainwashing and Boarding Schools: Undoing the Shameful Legacy. "Kay Marie Porterfield Home Page. American Indian Contributions, 05 Sept. 2003. Web. 21 June 2010.

http://www.kporterfield.com/aicttw/articles/boardingschol.html

Gover, Kevin. "175th Anniversary of BIA – Gover Speech. "Photography, Graphics and Writing of Sonja Keohane. Reservation Schools Page, 2000. Web. 21 June 2010. http://www.twofrog.com/gover.html

Hodgson, Carol M. "When I Go Home I'm Going to Talk Indian." Photography, Graphics and Writing of Sonja Keohone. LetAll That is Indian Within you Die! Web 21 June 2010.

http://www.twofrog.com/hodgson.html

"Indian Boarding Schools." PBS. Public Broadcasting System, Sept. 2006. Web. 24 June 2010. http://www.pbs.org

Indian Boarding School Research Topic Score Sheet Title _______ Name _____ Make sure you consider the Essential Question when choosing your topic. EQ – What justifies the promotion of one group's culture and political values over another? Students will self-grade their project before presenting it to the class. Give this score sheet to the teacher prior to presentation with your self-determined score circled in each area. I will use a contrasting color. 3 Area 2 1 Connection to EQ Student points out Connection to EQ Topic Choice is obvious EQ connection is a stretch when asked Easy to follow and Organization could Difficult to follow Organization understand use some minor work Historically Historical context Some historical Only contains Accurate and analysis are analysis or context facts. No analysis obvious apparent or context MLA proper MLA style format List of resources Resources (Need 3) format needs work Not proper format bibliography Total Pnts 12 Student scored /12 Teacher scored /12

Value added - _____/2 (Up to 2 bonus pnts can be added for work above and beyond assignment.

Comments: